

**The University of Texas at Austin**  
**Educational Psychology**  
**EDP 381C: Issues in Multicultural Research – Unique #10210**  
**Spring 2018**

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**Office Hours:** W 1:00 - 2:00 p.m. or by appointment.  
**Course Time:** Wednesday 9:00 – 12:00 pm      **Location:** SZB 444

**ADA Compliance Statement**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259. If they certify your needs, I will work with you to make appropriate arrangements.

**Required Text:**

Course readings are available on Canvas.

**Supplemental Text:**

Matsumoto, D. (2000). *Cultural Influences on Research Methods and Statistics*. Long Grove, IL: Waveland Press.

**Periodical References: [suggested]**

*Journal of Cross-Cultural Psychology, Hispanic Journal of Behavioral Sciences, Journal of Black Psychology, Cultural Diversity and Ethnic Minority Psychology, Asian American Journal of Psychology, Journal of Latina/o Psychology, Journal of Counseling Psychology, The Counseling Psychologist, Journal of Multicultural Counseling and Development, Culture and Psychology, American Psychologist, Professional Psychology, Journal of Personality and Social Psychology, Journal of Social Psychology, Journal of Applied Social Psychology, etc.*

**Course Description:**

This course introduces students to multicultural and cross-cultural issues in psychological research. The course focuses on the conceptual, theoretical and methodological issues central to psychological research involving culture, ethnicity, and race. The course emphasizes the challenges in conducting rigorous, culturally sound research, and is heavily influenced by social, developmental, counseling, and clinical psychology research.

This course is reading intensive; therefore, it is critically important that all assigned readings are completed prior to each class in order that a high-level, scholarly discussion will ensue. The nature of the topics addressed in this course is such that rote lecturing is deemed by me to be inappropriate. The course is thus designed as a discussion/seminar with lecturing when necessary. At this level of education, I expect that you will come prepared every class to engage in a focused exchange of ideas related to the various

readings. I will facilitate these exchanges, making appropriate commentary as necessary. Do not be reluctant to express your informed thoughts and opinions.

**Course Objectives:** The main objective of this course is to provide students the knowledge and tools to critique and evaluate conceptual, theoretical, and methodological issues related to the role and importance of culture, ethnicity, and race in psychological research. This course will provide students information and skills needed to competently conduct psychological research involving culture.

**Course Goals:** The goals of this course include the following:

1. To understand the major terms and concepts of multicultural, racial and ethnic minority psychology. These include but are not limited to race, ethnicity, culture, acculturation, individualism, collectivism, ethnic and racial identity.
2. To understand the challenges and socio-political issues surrounding conducting ethnic minority research.
3. To identify and understand the controversies and challenges in conducting multicultural research and of measuring various multicultural psychological constructs.
4. To understand the limitations of traditional metrics and identify alternative metrics in evaluating multicultural/ethnic minority research
5. To be able to critique psychological research from a cultural perspective.
6. To be able to conduct culturally competent research.

**Course Requirements:**

1. There will be an exam, a facilitated lecture on one of the topical areas on the syllabus marked with an \*, and a research proposal.
2. The exam will consist of both short and long essays questions as well as multiple choice questions.
3. The facilitated lecture will be on one of the asterisked topics (i.e., acculturation measurement, prejudice and racism measurement, qualitative research in multicultural psychology, assessment research with ethnic minorities, integrating cross-cultural psychology research methods into ethnic minority psychology). The facilitated lecture will be between 75 – 90 minutes. Each student will be responsible for teaching the topic and facilitating class discussion. Criteria for grading will be discussed.

4. Students are expected to write a **12-15 page, double-spaced** literature review and research proposal to address some significant issue relating to multicultural research in your discipline. You may choose any topic covered in the course or related to doing research with ethnic minorities. Paper topics must be approved by me in advance. The paper should be written in **APA style** and will consist of a literature review and a methods section. There should also be a section within your methods where you address research methodology as it pertains to your project. For example, you should explain how you will avoid some of the problems of doing ethnic minority research that have been identified in class. You should also identify 3 journals where you would hypothetically submit the completed project, and indicate why you would submit the manuscript to each journal. You should consult the latest **APA style manual** to ensure that you are adhering to APA stylistic rules. Here are some helpful websites: <http://owl.english.purdue.edu/owl/resource/560/01/> <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

5. Breakdown of Grades:

Points	Requirement
100 points	Exam
100 points	Research Proposal
25 points	Facilitated Lecture/Presentation
25 points	Attendance and participation

235-250 = "A"    225-234 = "A-"    220-224 = "B+"    213-223 = "B-"    200-212 = "B"  
195-199 = "C+"    188-194 = "C"    175-187 = "C-"

### ***TOPICAL CLASS SYLLABUS AND READINGS***

#### **Week 1 (1/17/18)**

**Introductions. Overview of course. What is Multicultural Psychology?** *On Becoming Multicultural in a Monocultural Research World: A Conceptual Approach to Studying Ethnocultural Diversity* by Hall, Yip, and Zarate.

#### **Week 2 (1/24/18)**

##### **Politics of Ethnic Minority Research**

The Use of Ethnic Minority Populations in Published Psychological Research, 1990-1999 (Imada & Schiavo)  
Double Consciousness: Hegemonic Psychology and the Politics of Ethnic Minority Research. Invited Talk by Cokley (2013)

Week 3 (1/31/18)

**Conceptual and Philosophical Underpinnings of Multicultural Research**

*The Study of Culture, Ethnicity, and Race in American Psychology*  
by Betancourt and Lopez (1993)

*Conceptual and Methodological Issues Related to Multicultural Research* by Cokley and Awad (2007)

Week 4 (2/7/18)

**The Complexity of Researching Race and Ethnicity**

*Some Dubious Premises in Research and Theory on Racial Differences: Scientific, Social, and Ethical Issues* by Zuckerman (1990)

*When We Talk About American Ethnic Groups, What Do We Mean?* by Phinney (1996)

Week 5 (2/14/18)

**Epistemological and Sociopolitical Issues**

*In Defense of Quantitative Methods: Using the “Master’s Tools” to Promote Social Justice* by Cokley and Awad (2013)

*Race as Biology is Fiction, Racism as a Social Problem is Real: Anthropological and Historical Perspectives on the Social Construction of Race* by Smedley and Smedley (2005)

Week 6 (2/21/18)

**EXAM**

Week 7 (2/28/18)

**Psychological Measurements of Multicultural Constructs – Racial and Ethnic Identity**

*Critical Issues in the Measurement of Ethnic and Racial Identity: A Referendum on the State of the Field* by Cokley (2007)

*White Racial Identity: Science, Faith, and Pseudoscience* by Rowe (2006)

Week 8 (3/7/18)

**To Be Determined**

Week 9 (3/14/18)

**Spring Break**

Week 10 (3/21/18)

**Psychological Measurement of Multicultural Constructs - Acculturation**

*Acculturation Measurement: Theory, Current Instruments, and Future Directions* by Kim and Abreu (2001)\*

AND

*Constructs, measurements and models of acculturation and acculturative stress* by Rudmin (2009)\*

Week 11 (3/28/18)

**Psychological Measurement of Multicultural Constructs – Prejudice and Racism**

*Prejudice and Racism: Challenges and Progress in Measurement* by Burkard, Medler, and Boticki (2001)\*

Week 12 (4/4/18)

**Psychological Measurement of Multicultural Constructs – Individualism-Collectivism**

*Cultural Orientations in the United States: (Re)Examining Differences Among Ethnic Groups* by Coon and Kemmelmeier

Week 13 (4/11/18)

**Critical Issues in Multicultural Research**

*Qualitative Research in Multicultural Research* by Joseph Ponterotto (2010)\*

Week 14 (4/18/18)

**Critical Issues in Multicultural Research – Assessment or Cross-Cultural**

*Methodological Issues in Assessment Research with Ethnic Minorities* by Okazaki and Sue (1995)\*

OR

*Integrating Cross-Cultural Psychology Research Methods Into Ethnic Minority Psychology* by Leong, Leung, & Cheung (2010)\*

Week 15 (4/25/18)

**Critical Issues in Multicultural Research**

*Science, Ethnicity, and Bias: Where have we gone wrong?* by Sue (2000)

*Understanding the Proper and Improper Usage of the Comparative Research Framework* by Azibo (1992)

Week 16 (5/2/18)

**Critical Issues in Multicultural Research**

*Culture and Cultural Worldviews: Do Verbal Descriptions About Culture Reflect Anything Other Than Verbal Descriptions of Culture?* By Matsumoto (2006)

**Last Day of Class. Research Proposal Due.**